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MICHIGAN EDUCATION JOURNAL
APRIL 10 NEWS

MEA Announces Staff Opening

There is an opening on the MEA staff for a field representative in the Field Service Division of the MEA for the 1964-65 school year.

Three of the major requirements for the position are: a master's degree, at least five years' experience in public schools as a teacher or administrator, and experience in MEA activities.

Duties of a field representative are complex and varied, explains Gerald N. Simmons, assistant executive secretary for field operations. The representative must understand the problems of education and of educators, be able to speak and write well, like people, and be willing to travel around the state. A typical MEA representative or consultant drives an average of 30,000 miles a year and makes more than 2,500 personal contacts with individuals, local associations, the mass communications media and other groups.

Those interested in the opening may submit their letters of application and credentials to G. N. Simmons, Field Operations, Michigan Education Association, Lansing, Michigan.

TENURE WORKSHOP PLANNED

A workshop in tenure for county superintendents has been scheduled for mid-April. Details on the program, which will be held in Lansing on April 15, are being sent to superintendents. Authorities have been consulted and the latest information on the ramifications of the tenure law, especially as it becomes mandatory on a statewide basis, will be available during the workshop. Dr. E. Dale Kennedy, executive secretary of the MEA, explains that the workshop will give superintendents an opportunity to get accurate, complete information on application of the law.

This Is Career Month

For the remainder of April—Teaching Career Month—schools and communities throughout Michigan will be focusing attention on the teacher. This year the theme for the seventh annual observance is "The Teacher Molds the Future."

The NEA inaugurated Teaching Career Month in 1958 to emphasize the importance of the teacher and to encourage youngsters to seek a career in the teaching profession.

The men and women in the teaching profession make up a working force of more than two million and form the largest professional group in the United States. Even with so large a number, however, more qualified teachers are needed.

Kalamazoo Gets Its Millage

By a vote of nearly two to one, Kalamazoo voters passed an 11-mill school tax package in February, Richard N. Percy, superintendent of the Kalamazoo public schools, reports.

Of the 11-mill package, 9½ mills are for operation for three years and 1½ mills for building and site for the same period of time. The voters also supported the establishment of a building and site "sinking fund." More precincts carried the proposition than had done so in four previous school millage elections.

(An analysis of the remarkably well-organized approach to the millage campaign has been prepared by Dorothy Rothrock of the Kalamazoo school system. We suggest that interested parties contact Mr. Percy for copies of the report.)

Students Plan Workshop

The Student Education Association of Northern Michigan University is planning the annual Upper Peninsula Future Teachers Association Workshop, scheduled for April 25. Arrangements are under the general direction of Mary Anguilm and Alice Krause, who are co-chairmen. The workshop will be held in the newly completed wing of the University Center at Northern.

Funds Sought for Horace Mann Litigation

Constituent MEA units and individual members are asked to contribute to the Horace Mann litigation regarding use of public funds for private schools.

At its February meeting, the MEA Board of Directors had already voted to contribute an amount not to exceed $500 from the budget allotment for legal services to assist the Horace Mann League. The board also approved a motion to contribute a similar amount annually as long as this is pending.

The league's Committee on Constitutional Law had requested financial assistance in connection with a case filed against the State Board of Public Works and four church-related colleges in Maryland to test the use of tax-raised funds for building of these colleges.

DCT Gets $85,000

The Michigan Department of Classroom Teachers has been granted $85,000, reports Don Dennerll, consultant to the MDCT Project on Teacher Innovation. The grant was made by the Department of Health, Education and Welfare and is to be used by the MEA affiliate in studying, reporting and furthering its teacher innovation program.

More Teachers Take Sides Politically

Teachers have traditionally been discouraged from participating in partisan political campaigns, but a report by the National Education Association indicates this attitude may be changing.

In a recent poll of teachers, the NEA found that four out of five teachers feel able to take sides on political issues outside the classroom in their communities. Four out of ten teachers replying to the poll said they felt as free as other citizens to take sides politically. Nearly as many said they had such freedom, but nevertheless felt some restraint. Two out of ten teachers, however, said they had no freedom at all, because of their jobs, to take any part in partisan politics.

Northville Salaries Hiked

The Northville Salary Committee has negotiated raises for next year, ranging from $300 to as much as $1,800 for the school year.

The salary committee, headed by Donald A. Brown, reports that approximately 10 per cent of the Northville teachers will earn $10,000 or more during the next school year.

Pre-NEA Meeting Set for May 2

Michigan delegates to the NEA convention will gather for a pre-convention meeting May 2 at the new MEA Headquarters building. Michigan is entitled to approximately 350 delegates, which includes representatives from locally affiliated NEA units as well as 58 delegates from the state association.

About 150 NEA delegates are expected at the pre-convention meeting to receive instructions about national convention business. The NEA convention will be held June 28-July 3.

Coming April 20—Special Issue on the Representative Assembly

A MEASURE

If the initiative petition for teacher tenure was to become law, without going to a referendum, then now was the moment. The Senate had approved, but time was running out. It was up to the House.

The question before us is on passage of Initiative Petition Number 1," the speaker said. Members of the Michigan House of Representatives leaned forward, pressed buttons on their desks, and red and green lights flicked to life on the panels at the front of the room. The clerk bent over his papers, counting; a murmur rose in the large room and voices began to call out to change votes.

Of the 102 representatives present, 56 of them would have to vote yes to pass into law the initiative petition asking for statewide teacher tenure.

For nearly 40 legislative session days—all that the constitution allows—members of the Michigan Education Association had been on tenterhooks, for they had worked hard to garner the 325,000 signatures on the petition and it had been in the education committees of both the Senate and the House for weeks before moving to debate on both floors.

While the Senate is considered by many as the most conservative body of the Michigan Legislature, it was the first to approve the petition. The House was the scene of both extended debate and a procedural snarl.

A hush had fallen over the crowded gallery of the House as the issue came, finally, to a vote. Among those in the gallery was Richard Adams, an MEA legislative representative and head of the Association's division of governmental relations. Adams paced across a corner of the gallery, stopped, looked hard at the flashing lights, folded his arms and turned to look out one of the tall, narrow Victorian style windows of the Capitol. Everything, now, was in the hands of the men and women below. Stacks of clarifying information had been furnished to the legislators, questions had been answered, positions stated. Endless hours of effort by thousands of persons had preceded this moment when more than a hundred arms darted forth to press the buttons.

But the vote was close. It was too close to be able to scan the panel of names and quickly note a majority one way or the other.

The MEA's executive secretary, Dr. E. Dale Kennedy, was hurrying back from a meeting in Ionia. He had visited the legislature daily to observe the tenure petition's painfully slow movement through deliberation. Dr. Kennedy and Adams had coaxed, cajoled and corraled support for the petition, while educators and lay citizens alike had sent hundreds of letters and telegrams asking for enactment.

The education committees of the House and the Senate had simultaneously reported the petition out in early March. To some observers it had seemed as though the legislature had ignored the petition until members in both houses rose to declare that only a handful of days remained to take action.

Under the Michigan Constitution, an initiative petition must be acted on within 40 session days after its introduction into the legislature, or it goes before the people in a referendum. That period was to expire on Friday the 13th of March. On the preceding Friday, the Senate had moved to postpone consideration of the petition until Monday, March 6. It was the second postponement in the Senate.

Then, meeting in an evening session, the Senate passed the petition for the day, moving it to the third and final reading for the next day, March 10. The issue was questioned and debated during its move through the Senate. One of the snags which developed was a request for clarification on methods of amending the tenure law if it were left to the citizenry to approve at a referendum next fall.

Similar questions arose in the House and the attorney general was called on to explain matters. A reply was quickly put together in that office, explaining the laws concerning the issue.

On Tuesday, March 10, Sen. William Milliken of Traverse City moved that the question be voted on. He was seconded by Raymond Dzendzel of Detroit. Sen. Haskell Nichols of Coldwater moved that the petition be considered as having been read. Sen. Emil Lockwood of St. Louis, who was an opponent of the petition, then moved to have Senate Bill 1340 moved to third reading to stand beside the petition. This was done.

SB 1340 had been proposed by Sen. Robert VanderLaan of Grand Rapids on Feb. 18. The proposal would have increased the probationary period of teacher tenure from two to three years and require referendums on mandatory tenure once every five years. The proposal was seen as one which could be passed by the Senate if the petition failed of adoption, thus giving the citizenry an alternative.

As noted, if either house of the legislature had failed to pass the petition it would have gone before the people in the general election next November. Similarly, if either house had changed as much as a word in the petition, then both the original petition and the amendment or counter-proposal both would have to go before the people.

There was comment in both houses about the danger of loading next fall's already heavy ballot with more issues, thus confusing the election of office holders. It appeared that numerous legislators loathed the idea of adding to the fall election confusion.

But several legislators also considered the petition as a mandate from the people, saying that because so many already had expressed themselves, the petition should not go into the general election. During debate in the house the comment was made that the only other initiative petition that had been presented to the legislature in modern times was in 1947, and that involved the coloring of oleomargarine. That petition did not pass. It went to the citizenry, which overwhelmingly approved colored oleo.

OF RESPECT

Some legislators clamored that, "The matter should go before the people."

When the issue passed the Senate, 20-11, there was a jump to the microphones by opposing legislators who quickly desired to explain their "no" votes. The first on his feet in the Senate was Sen. Frederick Hilbert of Allegan, Barry and Van Buren counties. He said he thought that, "There are alternatives to this petition, and the people should get to vote on them in the fall."

Almost to a man, the opponents who wanted to explain their "no" votes asserted that they really were all for tenure, of some sort, but not for statewide tenure for all teachers.

In the House, which earlier had been thought of as being the body which would be the first to pass the petition—and perhaps quickly—numerous roadblocks were thrown up in opposition. There, too, it apparently was not realized until the 40 legislative days had almost run out that there was scant time in which to get action.

On Monday, March 10, during an evening session, the petition was moved to special orders for the following afternoon. (The legislature usually adjourns at about noon on a Friday and reconvenes at 8 p.m. the following Monday, giving a long weekend).

When the matter came up again in the House on March 10 there was less comment than had been displayed during the confusion of the previous Friday evening session. At that time numerous representatives had expressed puzzlement—real or feigned—over the issue. By Monday the attorney general's opinions had left little excuse for continued confusion and the petition was moved to third reading for March 11. On that day the petition came up and was sent to the house committee of the whole, to again be on third reading status the next day.

And that day was Thursday, March 12. Within 15 minutes after the session began in the House, Initiative Petition No. 1, as it was listed on the calendar, came onto the floor. The petition was read in its entirety to the body of representatives and it was moved that the tenure law, which the petition sought to make mandatory throughout the state, be considered as having been read.

The first person to speak was Rep. Joseph Kowalski, Detroit, who urged immediate passage. He was countered in debate by Rep. James Farnsworth of Allegan County, who urged a "no" vote, saying that in his area of the state there were many small schools which should not have teacher tenure.

"There's nothing wrong with the concept," Farnsworth said, and he noted that since Michigan obtained a tenure law in 1937 there had been only 103 cases involving dismissals which had reached the Tenure Commission on appeal, and that the decisions there had been split fifty-fifty between teachers and school boards. "But the question is," he continued, "are we as a representative body of the people going to sit here today and say to all schools that they are going to accept tenure without anything to say on the matter?"

Other debate followed, much of it mirroring previous debate in both the House and the Senate. Several legislators had noted that if the petition were approved by the citizenry at large it was tantamount to stopping the legislature from ever again amending the tenure law, because if the people were to adopt the measure it would take a three-quarters majority of both houses to pass any future changes. But if the legislature did pass the petition, then a simple majority could, in the future, amend the tenure law.

Rep. E. D. O'Brien of Detroit was one of those to rise in opposition to the petition, saying: "I don't know what kind of teachers they have out in Timbuctoo and I don't think we should freeze them into their positions."

Rep. Carroll Newton (Eaton, Clinton and Barry counties) questioned the impact the tenure law would have on parochial schools, expressing fear that it would ruin some good parochial schools in Michigan. During his discourse he charged that inefficient or unwanted personnel could never be discharged if the state had teacher tenure.

In the House, MEA-member Francis Beedon, Muskegon, was called on frequently to answer questions. Prime movers in getting the petition up for a vote in the House were representatives Kowalski, George F. Montgomery of Detroit and Raymond C. Wurzel of St. Clair and Sanilac counties.

As debate on the issue drew to a close in the House, Rep. Montgomery rose to ask support for the petition from Democrats and those members of the House who had strong labor union support, for tenure was advocated, he said, by both the unions and the Democratic Party. Montgomery said that if the House would pass the petition he would support legislation next year which would amend the tenure law so that it did not include certain school districts, such as those with only one or two teachers in rural elementary schools.

One representative pointed out that thousands of state government employees enjoy protection in their jobs, through civil service, and said he saw no reason why teachers should be subject to unjust dismissal. The representative speaking was L. G. Fitzgerald of Flint

"Your teachers have not failed you," Fitzgerald said to House members, "and I hope you will show your confidence in them, by voting for tenure."

A final speaker on the issue was Rep. Lucille McCollough of Dearborn, who said that approval of the petition would be "fair play."

"I think a teacher deserves a little respect and consideration," she asserted. "I've received hundreds of letters and only one is against tenure. A school board shouldn't be able to fire a teacher because it doesn't like the color of her hair, and there has been entirely too much of this sort of thing in Michigan."

Rep. McCollough's remarks seemed to end the debate, but then a procedural snarl was encountered as some representatives appeared to be pulling everything in the book to prevent passage of the petition.

A voice vote ordered the question, meaning the House now was to approve or disapprove the petition. But several representatives quickly asked for the opportunity to explain why they voted "no" on bringing the petition up to a final roll call vote. Rep. Kowalski obtained the attention of the speaker and asked whether the true issue before the house at that moment was not the final vote on approving the petition.

Rep. Allison Green of Tuscola County was in the Speaker's chair. He ruled the previous question had been ordered voted on. But another representative jumped up to ask for an opportunity to change his previous vote. There was confusion. The chair ruled that the previous vote could be reconsidered.

Rep. O'Brien brought out the rule book: "Rule 43 says any member wanting to make a procedural motion does so in writing."

Rep. Kowalski asked that rule 52 be read. It was read and the implication was made that the vote would have to be on the major question—the tenure petition.

More confusion. The chair asked for a minute to consult more rules, then directed that the body would vote on reconsidering the vote by which it had moved to vote on the tenure petition.

The vote was 51-51.

"The question now before us is on passage of Initiative Petition Number 1," the speaker said, and the lights next to the names of the House members flashed red and green.

The clerk straightened up and looked out over the House. The vote was announced.

By 61-41, teacher tenure became statewide in Michigan. —M.G.

The Senate Vote on Tenure

YEAS—20.

Blondy	Fitzgerald	Milliken	Schweigert
Bowman	Ford	Nichols	Stephens
Brown, B.	Lane	Novak	Thayer
Brown, G.	Leppien	Rahoi	VanderLaan
Dzendzel	McManiman	Roberts	Youngblood

NAYS—11.

Beadle	Geerlings	Litowich	Porter
Begick	Hilbert	Lockwood	Younger
Dehmel	Hughes	Lundgren	

Senate Protests

Mr. Hilbert:

I suppose many people voted "no" on this petition for various reasons but generally speaking I think it shouldn't be construed that a "no" vote constituted a protest against teachers' tenure in the guise that we now have it. I think rather that many of us felt that there were alternatives to this petition and that people were deserving of such an alternative on the ballot this fall. I am convinced that tenure is a needed, necessary and useful tool in many of the larger school districts and larger school systems but I do not believe that the legislature or the state in general should impose upon everybody this mandatory tenure.

Mr. Lundgren:

We had before us this afternoon the Teachers Tenure Petition upon which I voted "no." I believe a long case can be made for my feelings on voting "no" for this type of legislation. In brief, however, I feel now as I have felt ever since I took public office in the state of Michigan—that in all fairness to the every day citizen, who is not a member of any particular group or special interest group, his feelings and his minority position must be maintained. I feel that in this legislation we again are witnesses to a state putting controls upon all the people without their right of compliance or noncompliance. I feel that taking over individual teacher tenure, as it has become so, it puts the State of Michigan in the position to dictate to local school groups and local school areas . . . to me, this is the crux of the petition; not whether there should be teachers tenure on a state level but whether the legislature should move very directly into the control of local schools. We have seen this manifested on a national level and now it is creeping into the state level. My position has not been whether I am for or against teachers, but rather where does the state move as it goes forward into this control of local school areas? This I abhor.

Mr. Begick's statement:

While there is merit to tenure, I could not in good conscience support this petition in the form it was submitted to us. To have supported it in this form would have been for political expediency only and this is not morally right. The primary reason given for support of this petition is retention of control by the Legislature. This is being less than honest with oneself. The reason I voted no is because we had an alternative before us which I could in good conscience support as a better solution to the problem. It recognizes the injustices which do occur and provides a means of solving the problem in a democratic manner. It corrects the injustice of the strategy of some school boards of neglecting and preventing the issue of being brought to a vote. It obviates the situation of a teacher putting himself or herself in jeopardy by taking an active part in circulating petitions. It is a just, reasonable and sensible solution and a step forward. Furthermore, the petition as presented to the Legislature could cause a hardship on the small school district. We must recognize that the smaller districts do not have the latitude and flexibility of larger districts in reassigning personnel within the district. By the petition, the legislature was in the position of either accepting a proposition which it could not in good conscience wholeheartedly accept, or of subjecting itself to the risk of unfair charges of not being sympathetic toward

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The House Vote on Tenure

YEAS—61

Baird	Fitzgerald	Law	Perras
Baker	FitzPatrick, E. A.	Lesinski	Petri
Bassett	Fitzpatrick, J. J.	Little	Romano
Beedon	Gillis	Mack	Ryan
Bolt	Good	Mahoney, F. A.	Snyder
Boos	Guzowski	Mahoney, R. D.	Sumeracki
Bouwsma	Hellman	McCollough, Mrs.	Towner
Bradley	Holmes	McNeeley	Townsend
Bursley	Horrigan	Michalski	Traxler
Cartwright	Huffman	Montgomery	Wales
Copeland	Hunsinger, Mrs.	Murphy	Walton
DeMaso	Hyso	Novak	West
Doorn	Karoub	O'Brien, F. J.	Wismer
Edwards	Knabusch	O'Brien, M. J.	Wurzel
Elliott, Mrs.	Kowalski	Penczak	Young, Mrs.
Erlandsen			

NAYS—41

Allen	Gordon	O'Brien, E. D.	Tisdale
Anderson	Hager, Mrs.	Olsen	Toepp
Borgman	Hayward	Rasmussen	Upton
Brigham	Hogan	Rockwell	Vander Werp
Buth	Hungerford	Root, C. H.	Van Til
Conlin	Mielock	Root, E. V., Jr.	Wagner
Davis	Morrison	Sharpe	Waldron
Engstrom	Most	Spencer	Warner
Farnsworth	Nakkula	Stevens	Whinery
Folks	Newton	Strange	Speaker
Gibbs			

House Protests

Rep. Anderson:

"While I am convinced that tenure is a needed and necessary tool in our educational system and in many of our school districts, the arguments presented in the discussion of this proposal have brought out the admission that there are school districts in this state that this proposal would not work without difficulty, if at all, and under this petition No. 1, there is no way for these districts to withdraw from this tenure.

The Detroit school system now has a continuing contract system that I understand is working very successfully. We have no way of knowing at this time if tenure will operate as successfully as the present system in the Detroit system.

It is my sincere belief that this proposal should be presented to the electors of this state so that they may have the choice as to whether or not mandatory tenure should be adopted. I make this statement because I have been informed that many who signed the petitions believed that this proposal would be put on the ballot. We have now in our state tenure a statute law that would allow any school district, if they so desired, to become tenure districts. Many of these have not seen fit as yet to vote upon the proposal but they are now under it mandatorily. This is why I voted 'nay' on the initiative petition No. 1."

Rep. Warner:

"I voted 'nay' on this subject, not necessarily does it show that I am against tenure, because tenure exists in the district I represent. In 1945 when it came to a vote, I voted for it but I do believe that it should be left to the local school districts. Besides, when many people signed these petitions I am of the firm belief that they signed it with the intention that it would be put to a vote this Fall in the November election."

Rep. Spencer:

"I did not feel that the action that this legislative body took today on this petition was in the best interest of the people of the State of Michigan nor of the school children of this state of which we should be primarily concerned. It is my opinion that the Michigan Education Association had requested that this matter be placed before the people of this state and that by the action

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Sequel . . .

Some opponents of statewide tenure would not stop fighting the petition even after it had passed the legislature. On March 13, a move was made by Rep. Roy L. Spencer of Lapeer County to recall the tenure petition from the secretary of state for reconsideration by the House.

Rep. James Farnsworth, who the day before had opposed passage of the petition, denounced the new move as unethical: the House had had its opportunity on the tenure petition and had settled the matter the day before.

Rep. Spencer's move to bring the petition back failed of adoption by the House in the vote which followed, although it probably was too late to recall the petition anyway because Secretary of State James M. Hare had by then signed the petition, which was the last step needed for enactment.

DCT July Conference Plans Revealed

The 21st Classroom Teachers National Conference will be held July 5-17 at Western Washington State College. The program will be devoted to the topic "Time for Decision."

The conference program will combine general sessions for the entire group with workshops for small groups and will center around two three-day seminars scheduled at the college during the meeting period. The first week's seminar will deal with knowledge and the teacher and the seminar during the second week will probe the teacher's role in curriculum planning. There will also be sessions devoted to concerns of the professional organization as well as clinics for local and state officers.

The total cost of the conference is $90. Included in this figure is a $15 pre-registration fee which covers incidental conference expenses. The remaining $75 should be paid to Western Washington State College at the time of final registration on campus. The fee covers both housing and meals for the 12-day period.

Registration will be limited to 400 people to provide maximum opportunity for professional growth and leadership training. NEA membership is prerequisite for all participants. Everyone who attends the conference will receive a certificate of attendance for presentation to local boards of education as evidence of inservice growth. Those who wish to enroll for two quarter hours of credit certified by the college may do so at the regular tuition fee of $16. For further information write the NEA Department of Classroom Teachers, 1201 Sixteenth St., NW, Washington, D.C. 20036.

Retirement Bill Introduced

A retirement bill which would provide a $1,800 minimum retirement allowance for all school employees with 30 years or more service has been introduced in the Michigan House of Representatives.

The bill, introduced by Rep. Lucille McCollough (D-Dearborn), calls for a supplemental retirement allowance which would boost total benefits to qualified persons to at least $1,800 a year. The bill also includes proportionate increases for those with less than 30 years of service. At *News* press time, the bill was still in committee.

The bill echoes a resolution passed by the 1963 MEA Representative Assembly, which reads:

"We vigorously support legislation to raise the minimum annual retirement allowances of school employees with 30 years of service to at least $1,800 (fewer years of service to be computed proprotionately.)

In School Together

For the first time in 25 years, all children in Philadelphia's public schools are attending school at the same time. The last part-time classes for 4,000 of the city's 273,000 pupils were discontinued at the end of January.

House Protests *(Continued)*

of this body today, we circumvented the will of the people of the State of Michigan."

Rep. Strange:

"May I first express my disappointment that supporters of this proposal had to resort to the tactics of shutting off debate. The issue before us is one of basic school policy. It is interesting to note that the group that led the drive for legislative enactment of mandatory teacher tenure was very much for local control last year when we had before us the so-called 'Fair Bus Bill'. In voting 'nay' on teacher tenure, I was merely applying the recommendation made by the Michigan Education Association in regard to the 'Fair Bus Bill'—that such policy should be permissive and decided on the local level. It appeared today when we discussed this issue, that many of us felt that they were not members of the House of Representatives of the Michigan Legislature but instead members of a state-wide school board. I think it is unfortunate that we could not retain local self-determination."

Fellowship Awarded To MCCC Instructor

A Macomb County Community College instructor, James S. Munro, has been awarded a Kellogg Fellowship for study toward a doctorate in higher education at Wayne State.

Munro received his masters degree in education from Wayne in 1956. He has been teaching social science at MCCC since 1958 and plans to return to the college this fall. Kellogg Fellowships are granted by the Midwest Community Leadership Program to qualified educators who plan to specialize in community college administration.

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MANAGING EDITOR . . . MARK GARBARINI

STAFF WRITER . . . UTE AULD

Senate Protests *(Continued)*

education. I would have preferred that the legislature would have had the authority to enact the alternative. Since the constitution does not allow this, the only alternative for securing the desired results was to have placed both proposals on the ballot and given the people a choice.

In all fairness, the comments in the letters and wires I received recently urging me to support the petition were well expressed and a credit and compliment to the teaching profession. I felt badly in not voting for the petition. However, I would have felt worse had I done so.

Mr. Hughes' statement:

I would like to explain my "no" vote by saying first that I am not opposed to teacher tenure. I am sure that many of those who voted "no" feel the same as I, that the Initiatory Petition has much to offer for the teaching profession. However, it was our heritage—and I say "was" with a great deal of feeling—that the people of this state and nation had the right to make decisions affecting the affairs of local government. The increased control by government, both state and national, of the affairs which can be solved by local government will lead only to disaster. People in our counties complain about too much state control. We, gentlemen, complain about bureaucratic control in our Federal Government. We have by our acts today taken away the opportunity of local government to make a decision which it could make without state government interference. It is the salvation of the revival of responsibility in government at the local level that the people be allowd to vote on questions such as this.

Mr. Litowich's statement:

I voted "no" on teacher tenure because I believe each district should vote on this issue. I am a great believer in the idea that the legislature should only do for the people what they cannot do for themselves.

Conformity and Isolation of Youth Criticized

Until recently it seemed that only a handful of "cranks" were sufficiently aware of the dangers to speak out against the comfortable blanket of conformity covering American society. Lately, however, more and more Americans—some in positions to do something about it—are expressing concern about the consequences of today's complacency. In the past few months, for instance, both a college professor and a journalist have eloquently condemned the values of a society that discourages youthful creativity and ingenuity.

Warning against the "blind, mindless conformity" Americans today press upon the adolescent generation, journalist Raymond Squires says, "the cost of conformity is that the young person never discovers and never becomes all that it is possible for him to be."

Academic force-feeding begins early, Squires notes, and while "education should be the shackle-breaking liberation of the human mind . . . we have made it a constricting instrument of national policy. Superior high school students are cautious about their electives. With an eye on the college-admission hurdle, they stick to the solid subjects. They concentrate on science and math and the spotless record, because we have told them repeatedly that this is the best way to get into the 'best' colleges."

A Michigan State University sociologist, Dr. David Gottlieb, takes this description of the conforming forces back a few years. He characterizes the "new breed of conformer" as the youngster who from age three is shuttled through the "rites of passage" into adulthood that include kindergarten, Cub Scouts, Brownies, Boy Scouts, ballet, dance clubs, high school clubs, and an endless array of activities supervised by ever-watchful grown-ups.

Dr. Gottlieb adds that today's industrialized society does more and more to isolate youth from society as a whole. And, he says although young people have both the opportunity and the need for developing their own social systems, adults are not willing to let well enough alone.

"On the contrary," he says, "we take over the youth culture and instead of encouraging young people to become involved in activities such as intellectual pursuits, academic accomplishment and significant citizenship activities, we pay homage to the student who excels not in scholarship but in some extracurricular function."

Expressing that thought in somewhat different terms in the March *PTA Magazine*, Squires nevertheless seems to agree. Increasingly, he declares, we hurry our confused adolescents into a confusing adulthood. We encourage formal dances in the sixth grade and steady dating in junior high school, Squires says. We provide our youngsters with teenage charge accounts so that they may savor the delights of living beyond their incomes and in far too many instances we give them education without learning and prepare them for jobs without satisfaction.

"In so doing," the writer suggests, "we may be producing not only a dull but a dangerous generation—a generation of hollow men and women who will not know who they are, what they think, or what they want until the voices from the idiot box tell them . . . an uncreative generation with conditioned reflexes that will be obsolescent in a changing world."

As a solution to the problem, Squires suggests giving adolescents a "psychological moratorium," an "as-if period" in which "they can try on careers and commitments for size . . . search the past and present for life's meanings and purposes . . . find out what they have the capacity to become, and move toward being a person rather than a puppet manipulated by hucksters and propagandists."

The MSU professor, who says that adults have already placed a moratorium on the talents, abilities and energies of youth by preventing them from pursuing activities of true meanings, also offers a few remedies: Involve youth in more activities such as the Peace Corps and MSU's own Student Education Corps. The latter organization, founded last spring by Dr. Gottlieb, sends college student volunteers into schools where help is needed to keep children from losing interest in education and joining the dropout ranks.

We also need to involve youngsters in community projects which are recognized by members of the community, he says, as being of value and not as just gimmicks for "getting the kids off the streets." Then, too, we could provide tangible rewards for youngsters who excel in academic accomplishments and give greater recognition to outstanding college students.

Dr. Gottlieb states that creating an atmosphere in which youths play responsible parts is not the responsibility of the schools alone. "It belongs to the student as well, who has to insist that society and his peers not view him only as a playboy, but also as a mature member of the community," he says. "Society should ask no less of its youth, and youth should require no less of our society."

Schoolmasters' Date Set

"The Improvement of Instruction" will be the theme of the Michigan Schoolmasters' Club 1964 Conference. The meeting will be held May 7 and 8 at the University of Michigan.

Dr. Kimball Wiles, professor of education at the University of Florida and national president of the Association for Supervision and Curriculum Development, will address the conference's general session. His topic will be "Bases for a Theory of Instruction."

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Morningstar El

Region 4's new representative on the MEA Board of Directors is Lloyd Morningstar of Hillsdale. He will succeed Vern Stevens, also of Hillsdale. Morningstar is a past president of Region 4, of the Hillsdale MEA Chapter and the Hillsdale County MEA District. He is currently president of the Michigan Association of Teachers of Vocational Agriculture.

Membership Rosters Are Healthy

The MEA active and life membership enrollments have been encouraging this year, reports Lee Lonsberry, the Association's membership consultant. In addition, the enrollment in the National Education Association by Michigan educators has surpassed last year's tally, months before the enrollment period ends.

With three more months to go for enrollment in the MEA, the active and life membership figures stood at 56,696. This compares with 57,130 as of last June (which also is the end of the reporting period for the MEA). In addition to the MEA's active and life members there are several thousand annuitant, student, affiliate and lay members. Because of this year's dues increase by the MEA, the current enrollment is considered to be a highly favorable response to the Association's programs.

NEA membership in Michigan had increased, as of mid-March, by 704 more members than were on the roster as of last June. There were 26,849 NEA members among Michigan educators early this spring.

Caro Has New Policy

The Caro Board of Education has adopted a policy allowing unlimited accumulation of sick leave for the school system's professional staff. Included in the policy are:

Two paid business days a year.

Sick leave to accumulate at the rate of ten days a year for 9½ month employees with unlimited accumulation.

Sick leave to accumulate at the rate of 13 days a year for twelve-month employees with unlimited accumulation. Sick leave accumulation is retroactive for all prior service in the Caro school system.

Teachers Must Decide

When the final decision is made on what to teach and how to teach it, the decision must be the teacher's. This is one of the conclusions reached in a three-year study of the American public schools by the NEA Project on Instruction. In a new book titled *Deciding What to Teach*, the study group points out that while state and local authorities have the duty to set educational policy, how that policy is to be implemented should be left up to the professionals—the teachers, principals and superintendents.